

**STUDENTS' MOTIVATION IN LEARNING VOCABULARY  
THROUGH HYBRID LEARNING AT THE EIGHTH GRADE  
OF SMPN 27 PESAWARAN IN THE ACADEMIC YEAR OF  
2020/2021**

A Thesis

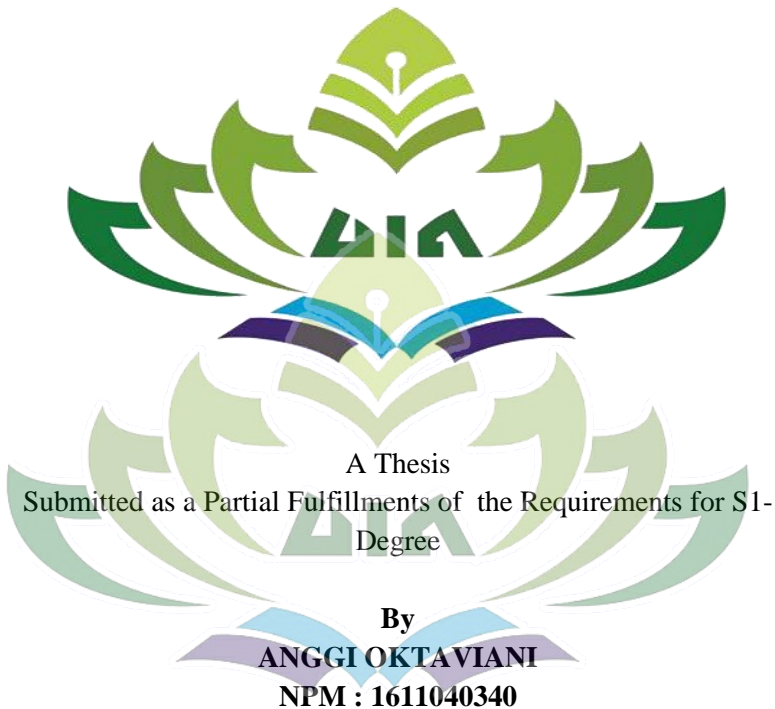
Submitted as a Partial Fulfillments of the Requirements for S1-Degree



By  
**ANGGI OKTAVIANI**  
**NPM : 1611040340**

**TARBIYAH AND TEACHER TRAINING FACULTY  
ISLAMIC UNIVERSITY OF RADEN INTAN  
LAMPUNG  
2021**

**STUDENTS' MOTIVATION IN LEARNING VOCABULARY  
THROUGH HYBRID LEARNING AT THE EIGHTH GRADE  
OF SMPN 27 PESAWARAN IN THE ACADEMIC YEAR OF  
2020/2021**



**Study Program : English Education**  
**Advisor : Dr. M. Muhassin, M. Hum**  
**Co-Advisor : Nunun Indrasari, M.Pd**

**TARBIYAH AND TEACHER TRAINING FACULTY  
ISLAMIC UNIVERSITY OF RADEN INTAN  
LAMPUNG**

**2021**

## ABSTRACT

### **STUDENTS' MOTIVATION IN LEARNING VOCABULARY THROUGH HYBRID LEARNING AT THE EIGHTH GRADE OF SMPN 27 PESAWARAN IN THE ACADEMIC YEAR OF 2020/2021**

**By  
Anggi Oktaviani**

Motivation is one factor that is very influential in achieving the target language. The purpose of this research to find out the level of students' motivation in learning vocabulary through hybrid learning at the Eighth Grade of SMPN 27 Pesawaran and to find out the dominant type whether Intrinsic or Extrinsic motivation.

This research was a survey method with quantitative approach. The population of the research was the Eighth Grade of SMPN 27 Pesawaran. The sample of this research was 28 students and the technique sampling used in this research was Cluster Random Sampling. The instrument is questionnaire. The technique of collecting data is questionnaire

The results show that the mean score of intrinsic motivation (1.30) was higher than the mean score of extrinsic motivation (1.10) was considered a low degree of motivation. It means that the level students motivation is categories as low level of motivation. It can be concluded that students at the eighth grade of SMPN 27 Pesawaran had higher intrinsic motivation than extrinsic motivation. In other words, the motivation to learn vocabulary through hybrid learning comes from inside of the students was bigger than the motivation comes from outside students.

**Keywords :***Survey Method, Students' Motivation, Hybrid Learning.*

## DECLARATION

I am a student with the following identity:

Name :AnggiOktaviani  
Students'Number :1611040340  
Thesis :Students' Motivation in Learning Vocabulary  
Through Hybrid Learning at the Eighth Grade  
of SMPN 27 Pesawaran in the Academic Year  
of 2020/2021.

Certify that thesis is definitely my own work. Iam completely responsible for the contents of this thesis. Other writers' opinion or research findings included in the thesis are quoted or cited in accordance with ethical standard.

Bandar Lampung, July 1<sup>st</sup> 2021

The researcher



Anggi Oktaviani  
NPM.1611040340



**KEMENTERIAN AGAMA  
UIN RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN**

**Alamat : Jl. Let. kol. H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703260**

**APPROVAL**

**Title : STUDENTS' MOTIVATION IN LEARNING  
VOCABULARY THROUGH HYBRID  
LEARNING AT THE EIGHTH GRADE OF  
SMPN 27 PESAWARAN IN THE  
ACADEMIC YEAR OF 2020/2021**

**Student's Name : Anggi Oktaviani**

**Student's Number : 1611040340**

**Study Program : English Education**

**Faculty : Tarbiyah and Teacher Training Faculty**

**APPROVED**

**To be tested and defended in the examination session at Tarbiyah and  
Teacher Training Faculty State Islamic University of Raden Intan  
Lampung**

**Advisor,**

**Co-Advisor,**

**Dr. M. Muhassin, M.Hum.**

**NIP: 197708182008011012**

**Nunun Indrasari, M.Pd**

**NIP: 198707272015032006**

**The Chairperson  
of English Education Study Program**

**Meisuri, M.Pd**

**NIP: 198005152003122004**





**KEMENTERIAN AGAMA  
UIN RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN**

**Alamat : Jl. Letkol Endro Suratmin Sukarame Bandar Lampung Telp. (0721) 703289**

**ADMISSION**

A thesis entitled: **STUDENTS' MOTIVATION IN LEARNING VOCABULARY THROUGH HYBRID LEARNING AT THE EIGHTH GRADE OF SMPN 27 PESAWARAN IN THE ACADEMIC YEAR OF 2020/2021**, By: **Anggi Oktaviani, NPM: 1611040340**, Study Program: **English Education**, was tested and defended in the examination session on **Thursday, August, 19<sup>th</sup> 2021.**

**Board of Examiners:**

**The Chairperson : Meisuri, M. Pd**

**The Secretary : Istiqomah Nur Rahmawati, M. Pd**

**The Primary Examiner : M. Sayid Wijaya, M. Pd**

**The First Co-Examiner : Dr. Moh. Muhassin, M. Hum**

**The Second Co-Examiner: Nunun Indrasari, M. Pd**



**The Dean of  
Tarbiyah and Teacher Training Faculty**

**Nirva Diana, M. Pd  
NIP. 196408281988002002**

## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (٥)

إِنَّ مَعَ الْعُسْرِ يُسْرًا (٦)

فَإِذَا فَرَغْتَ فَانصَبْ (٧)

(5) For indeed, with hardship (will be) ease.

(6) Indeed, with hardship (will be) ease.

(7) So when you have finished (your duties), then stand up (for worship).<sup>1</sup>

(Q.S Al-Insyirah: 5-7)



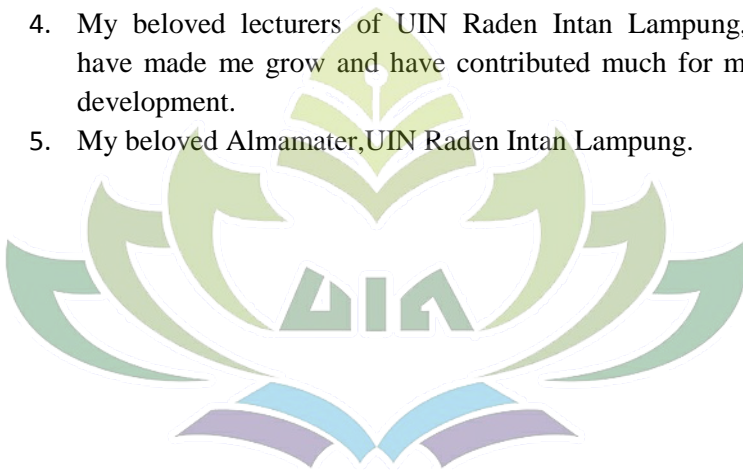
---

<sup>1</sup>Surah al-Inshirah: *Peace and Solace for Troubled Hearts*, Accessed on: <https://www.mushaf.id/surat/al-insyirah/5/8/>

## DEDICATION

From the deepest place of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis specifically to:

1. Allah SWT who always loves and keeps me everywhere and everytime.
2. My beloved parents, who always pray for my success and give me motivation and support to study hard until now. Allah blesses you all.
3. All of my big families who always give me support and advice in finishing this thesis. Allah blesses you all.
4. My beloved lecturers of UIN Raden Intan Lampung, who have made me grow and have contributed much for myself-development.
5. My beloved Almamater, UIN Raden Intan Lampung.

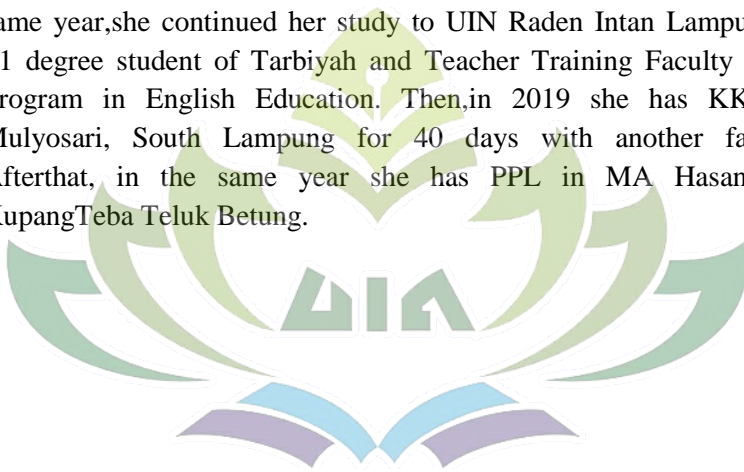




## CURRICULUMVITAE

The name of the researcher is Anggi Oktaviani. She was born on October 29<sup>th</sup> 1997 in Bandar Lampung. She is the first child of two children of a couple Mr.Kasmir and Mrs.Neti Heryani. She has only one brother namely Meizha Raditya Fernando.

The researcher began her study in kindergarten at Aisyah school in 2003 at Bandar Lampung. Elementary School at SDN 01 Negeri Agung west Lampung in 2004 and finished in 2010. Afterthat, she continued her study at Junior High School at SMPN 01 Liwa west Lampung and finished in 2013. Then,she continued her study at Senior High School at SMAN 01 Liwa and finished at 2016. In the same year,she continued her study to UIN Raden Intan Lampung as S1 degree student of Tarbiyah and Teacher Training Faculty Study Program in English Education. Then,in 2019 she has KKN in Mulyosari, South Lampung for 40 days with another faculty. Afterthat, in the same year she has PPL in MA Hasanuddin KupangTeba Teluk Betung.



## ACKNOWLEDGEMENT

First of all, all praise is to Allah SWT, the Most Merciful, and the Most Beneficent for His Mercy and Blessing were given to the researcher during the study and in completing this thesis. Then, peace and salutation may be upon to the great messenger Prophet Muhammad SAW, who always brings us from the stupidity to the cleverness. This thesis is presented to the English Education study program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill apart of students' test partial fulfillment of the requirement to obtain S1-degree. Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

1. Prof. Dr. Hj. Nirva Diana, M.Pd the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with all staffs, who has given an opportunity to the researcher when on going the study until the accomplishment of this thesis.
2. Meisuri, M.Pd, the chairperson of English Education Study Program of UIN Raden Intan Lampung.
3. Dr. Moh. Muhassin, M.Hum, the first advisor for his guidance and help to finish this thesis.
4. Nunun Indrasari, M.Pd, the co-advisor for giving guidance and supervision to finish this thesis.
5. All lecturers of English Education Department in UIN Raden Intan Lampung who taught the researchers in the first year of her study.
6. Nursindam, S.Pd, as the head master of SMPN 27 Pesawaran, Mrs. Yani Dahlena, S.Pd, as the English teacher and all students of the eighth grade of SMPN 27 Pesawaran in the academic year of 2020/2021, for giving nice participation and great attention during the research.
7. My beloved good friends, especially daycare nikmah, who always there for me to support and help me to finish my study. I love you all.
8. And the last, for myself, Thank you for working so hard and preserving so far. I know it is not easy but, I survived and I am proud of my self.

Finally, none or nothing is perfect and neither is this thesis. Any correction, comments, and criticism for this final project are always open-heartedly welcome.

Bandar Lampung, July 1<sup>st</sup> 2021  
The researcher,

Anggi Oktaviani  
NPM.1611040340



## TABLE OF CONTENTS

	Page
COVER .....	i
ABSTRACT .....	ii
DECLARATION .....	
APPROVAL .....	ii
ADMISSION .....	iv
MOTTO .....	vi
DEDICATION .....	vii
CURRICULUM VITAE .....	viii
ACKNOWLEDGEMENT .....	ix
TABLE OF CONTENTS .....	xi
LIST OF TABLES .....	xiv
LIST OF APPENDICES .....	xvi
<b>CHAPTER I INTRODUCTION</b>	
A. Background of the Problem .....	1
B. Identification of the Problem .....	5
C. Limitation of the Problem .....	6
D. Formulation of the Problem .....	6
E. Objective of the Research .....	6
F. Significance of the Research .....	6
G. Scope of the Research .....	7
<b>CHAPTER II LITERATURE REVIEWS</b>	
A. Concept of Motivation .....	9
1. Definition of Motivation .....	9
2. Types of Motivation .....	10
3. Factor influencing Students' Motivation .....	11
4. The importance of Motivation .....	14
5. The functions of Motivation .....	14
6. Indicators of Motivated People .....	16
7. Measurement of Motivation .....	16
8. Students' Learning Motivation .....	17
B. Concept of Vocabulary .....	18
1. Definition of Vocabulary .....	18

2. Types of Vocabulary.....	21
3. Learning Vocabulary .....	24
4. Problem in Vocabulary Learning.....	24
C. Concept of Hybrid Learning .....	26
1. E-learning and conventional learning models.....	26
2. Definition of Hybrid Learning.....	27
3. Type of Hybrid Learning .....	30
4. Implementation of Hybrid Learning .....	31
5. Benefit of Hybrid Learning.....	31
D. Concept of Social Media.....	34
1. Definition of Social Media.....	34
2. Positive and Negative Impact of Social Media .....	35
3. Positive Impact .....	35
4. Negative Impact .....	36
E. WhatsApp Application .....	37
a. Definition of WhatsApp.....	37
b. Features in WhatsApp.....	37
c. Positive effect of WhatsApp .....	38
F. Google Classroom Application.....	39
1. Definition of Google Classroom.....	39
2. Features of Google Classroom.....	40
3. Advantages of Google Classroom .....	40
4. Disadvantages of Google Classroom .....	42
G. Relevant Studies .....	42

### **CHAPTER III RESEARCH METHODOLOGY**

A. Research Design.....	45
B. Variable of Research.....	45
C. Operational Definition of Variable .....	46
D. Population, Sample and Sampling Technique.....	46
E. Data Collecting Technique .....	48
F. Research Instrument.....	48
G. Research Procedure.....	49



H. Scoring Procedure.....	50
I. Validity and Reliability of Instrument .....	51
J. Technique of Data Analysis.....	52

#### **CHAPTER IV RESULTS AND DISCUSSION**

A. Results.....	55
B. Discussion .....	58

#### **CHAPTER V CONCLUSION AND SUGGESTION**

A. Conclusion .....	61
B. Suggestion.....	61

#### **REFERENCES**

#### **APPENDICES**



## LIST OF TABLES

	Page
Table 3.1 The Students Number of Population .....	50
Table 3.2 Blueprint of questionnaire .....	52
Table 3.3 Likert Scale Rating .....	53
Table 3.4 Criteria Reliability .....	54
Table 3.5 Standard of Mean .....	59
Table 4.1 Intrinsic Motivation .....	67
Table 4.2 Extrinsic Motivation .....	69
Table 4.3 Comparison Intrinsic and Extrinsic Motivation .....	70



## LIST OF APPENDICES

	Page
Appendix 1.The results of interview in the preliminary research .	79
Appendix 2.Questionnaire of motivation .....	85
Appendix 3.List sample of the research .....	87
Appendix 4.The results of students' questionnaire .....	89
Appendix 5. The results of validity questionnaire.....	92
Appendix 6.The results of reliability questionnaire .....	98
Appendix 7.The results of mean score of the questionnaire.....	100
Appendix 8.Official research letter .....	108
Appendix 9.Documentation.....	109



# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Education is an important part of human life. By receiving education, people can make their lives better or change. At this time, the pandemic COVID-19 forced the government to issue social distancing rules. This problem has an impact on all aspects including education problem. Therefore, the government set up distance learning during this pandemic COVID-19. Based on Pgri et.al, distance education is a type of education in which students are far away from educators, so they cannot learn face-to-face and must complete the information that educators deliver to students through media.<sup>1</sup>

In learning process during COVID-19 pandemic students need motivation. Motivation is really important because motivation is a key concept to be success in learning. Students who have high motivation would do the best in learning even though the materials very difficult. On the contrary, students' who has low motivation would get bored in learning even though the materials are given were so easy. In the other words, success or failure someone in learning is depends on the motivation level.

During the early stages of language development, vocabulary input is a primary learning need.<sup>2</sup> It means that vocabulary is the foundation to master a language. The importance of vocabulary in language learning makes the teachers do some ways, so the students are easier in memorizing and using vocabularies. Therefore, students learning English cannot ignore the vocabulary.

In Indonesian schools, vocabulary mastery is still low. This aspect is proven by some researches. Inayatul found out that

---

<sup>1</sup> Pgri, U., Buana, A., & Pertiwi, S. *Learning Motivation and Students' Achievement in Learning English: A Case Study at Secondary School Students in the Covid-19 Pandemic Situation Agus Rahardjo*. JELITA: Journal of English Language Teaching and Literature, 2020, p. 1

<sup>2</sup> Meara P. *The importance of early emphasis on L2 vocabulary*. Lang Teacher, 1995, p.8

Indonesian students are lack of English vocabulary which caused them not able to read.<sup>3</sup> They are not also able to write in English correctly, pronounce and translate new vocabulary perfectly.<sup>4</sup> In addition, when the student gets new vocabulary, he/she is rare to use it, so it makes him/her be easy to forget the new vocabulary gained. Beside the factors from student him/herself, limitations of learning media is also becoming one of the aspects that make students less interested in learning new vocabulary.<sup>5</sup> This is ironic because there have been, so many technology products and applications that can be employed to facilitate language learning, including vocabulary.

E-learning is using electronic technology to learn based on educational curriculum outside of traditional classrooms. This kind of learning requires ICT, Internet connection, and other technical equipment that separates the teacher from the student. At the same time, mobile learning is a learning technology that uses various learning methods across multiple contexts and social interactions.<sup>6</sup> It means that using mobile devices, students can study anywhere and at any time. Devices that can be used to enrich the learning experience are smartphones, tablets and laptops.

The advancement of information and communication technology (ICT) has been grown very fast. In education, ICT use creates new atmosphere and paradigm in teaching and learning process since there are many ways that can be applied by using the tools and applications of ICT. It certainly plays an important role in education and therefore can even be empowered to aid the learning and teaching activities. It also brings about ICT-related teaching approaches and methodologies,

---

<sup>3</sup> Inayatul, F. *Peningkatan penguasaan kosakata bahasa inggris melalui penggunaan media kartu gambar pada siswa kelas II SD Muhammadiyah Purwodiningratan 2 Yogyakarta*. Skripsi. Fakultas Ilmu Pendidikan. Universitas Negeri Yogyakarta, (Yogyakarta,2015)

<sup>4</sup> Wakana, J. *Meningkatkan penguasaan kosakata Bahasa Inggris dengan menggunakan alphabet game pada siswa kelas IV di Madrasah Ibtidaiyah Azzahidin Pekanbaru* (Doctoral dissertation, Universitas Islam Negeri Sultan Syarif Kasim Riau, 2012).

<sup>5</sup> Putri, O. T. *Peningkatan penguasaan kosakata Bahasa Inggris menggunakan media flashcard di SD Negeri Surokarsan 2 Yogyakarta*. Basic Education, 2016,p.355-365.

<sup>6</sup> Vygotsky, L. S. *Interaction between Learning and Development*. (New York: Scientific American Books,1978).



such as e-learning, web-based learning, open and distance learning, and hybrid learning or blended learning. In most circumstances, the term hybrid learning and blended learning are interchangeable in their use. Pinto and Anderson told that Hybrid learning is the combination between face-to-face and ICT-based/online learning environments.<sup>7</sup> In other words, hybrid learning refers to as “web-enhanced/assisted or blended,” which is typically defined as a course that combines elements of face-to-face instruction with elements of distance learning. As Bonk asserted that with Hybrid Learning anyone can learn from anyone at any time.<sup>8</sup> Wichadee said that face-to-face learning in conventional format has been transformed to increase more on-line learning environments.<sup>9</sup> In addition, both Bonk and Wichadee infer that online learning is becoming a preferred learning platform but it does not mean face-to-face learning is forgotten. Orucu explained, Hybrid learning is prominent because of the success in increasing students skills and learning motivation.<sup>10</sup> Other advantages include more engagement in the learning process as student take more responsibility for their own learning, more participations in learning activities due to the available response time and more online practice opportunities.

SMPN 27 Pesawaran is one of the junior high school in Pesawaran district. Located on Terusan Imam Bonjol street, Kurungan Nyawa, Gedung Tataan, Pesawaran, Province Lampung. All of the students' in SMPN 27 Pesawaran who studied english absolutely have different motivation. Based on preliminary research by interviewing the English teachers at SMPN 27 Pesawaran, The difficulties faced by students are, firstly, they have to adapt to the latest learning system or the way of learning is different from before because they have to

---

<sup>7</sup> Pinto, M.B., & Andersonn, W. *A Little Knowledge Goes a Long Way: Student Expectation and Satisfaction with Hybrid Learning*. Journal of Instructional Pedagogies, 2013,p.10

<sup>8</sup> Bonk, C. J. *The world is open: how web technology is revolutionizing education*.(USA: Jossey-Bass, 2011).

<sup>9</sup> Wichadee, S. *Factors Related to Students' Performance of Hybrid Learning in an English Language Course*. International Journal of Distance Education Technologies, 2016,P.12

<sup>10</sup> Orucu, T. *Teaching English grammar in a hybrid course: Student performance and teacher and student perceptions*,2014

adjust to conditions during the COVID-19 pandemic. the second, when learning online the problem faced by students in learning vocabulary is the lack of students in understanding the material conveyed by the teacher. third, students also have problems such as limited internet quota. So, they find it difficult to access information. Then, students also have limited media such as laptops/computers and smartphones. And also not all students understand in using digital platforms to learn. Meanwhile, to learn vocabulary offline/face to face is the lack of self-confidence of students. For example, when learning vocabulary in class, students are asked to say a few sentences but they pronounce it wrong, eventually students will feel embarrassed and also most students have limited English vocabulary and have difficulty memorizing or remembering vocabulary or vocabulary. This is what causes a lack of interest in learning vocabulary. Therefore, this factors reduces the motivation of students to learn English.<sup>11</sup>

Sari discussed about students' motivation in English language learning viewed from Gardner Theory. (A survey study at second years students of TBI IAIN Bengkulu in Academic year 2018/2019). This study used descriptive quantitative analysis. The technique used in collecting data is questionnaire and interview. The results of this study shows that the means score of integrative motivation (3.83) was higher than the mean score of instrumental motivation (3.64). Overall, mean motivation of 3.73 was considered a high level of motivation.<sup>12</sup>

Rodiyah discussed about students' motivation in learning listening at second semester of English study program in University Pasir Pengaraian. This research used descriptive quantitative. The instrument used questionnaire and interviews. The population was class A and B consists of 39 students, sample of this study was class A consists of 22 students. The results of this research is the students motivation in learning listening at second semester of English study

---

<sup>11</sup>Interviewed with Mrs. Yani Dahlena, S.Pd. as English teacher on the Eight grade at SMPN 27 Pesawaran on August,11, 2020.

<sup>12</sup>Bopita Sari, *Students' Motivation in English Language Learning Viewed from Gardner Theory*(State Institute of Islamic Studies of Bengkulu, 2019)

program in university pasir pengaraian mostly came from by extrinsic motivation (81.81%).<sup>13</sup>

Muhassin discussed about A correlation study on the students' quranic memorization and their English retention. This study aims to understand whether there is a correlation between students' memory of the qur'an and English word retention. 28 seventh grade students were selected for this study 2018/2019 Islamic Junior High school Az-zahra lampung. The school yearu with a cluster of random sampling as the sample technique. This study applied related research design. Learners who record the memory of the qur'an and English vocabulary is collected from the test to save and then use pearson products to analyze the hypothesis test moment equation.<sup>14</sup>

Based on the reason above, this research assumed that students motivation an important aspect in learning. Therefore, this research would like to know about students' motivation in learning vocabulary through hybrid learning, the propose of research title is: students' motivation in learning vocabulary through Hybrid Learning at the eighth grade of SMPN 27 Pesawaran in the Academic Year of 2020/2021.

## **B. Identification of the Problem**

Based on the background of the problem, this research identified the problem as follows:

1. The students do not really understand in learning vocabulary through offline and online learning.
2. The students have limited internet quota.
3. The students were lacking of vocabulary.
4. The students have less motivation.

---

<sup>13</sup>Desi Alfian Rodiyah,et.al, *Students'Motivation in Learning Listening at Second Semester of English Study Program in University Pasir Pengaraian*, (Faculty of teacher training and Education, University of Pasir Pengaraian, 2016)

<sup>14</sup>Mohammad Muhassin, *A Correlation Study on the Students' Quranic Memorization and Their English Retention*, Journal of Education and Teacher Training, (Universitas Raden Intan Lampung, 2019)

### **C. Limitation of the Problem**

The limitation of the problem in this research focus on the level of students' motivation in learning vocabulary and what kind of motivation that are more dominant in learning vocabulary through hybrid learning.

### **D. Formulation of the Problem**

Based on the explanation in limitation of the problem above, the formulation of the problem given:

1. How is the level of students' motivation in learning vocabulary through hybrid learning?
2. What kind of motivation that are more dominant influencing students' motivation in learning vocabulary through hybrid learning?

### **E. Objective of the Research**

In related to the question above, the purpose of this research aims:

1. To find out about the level of students' motivation in learning vocabulary through hybrid learning.
2. To find out about what kind of motivation that are more dominant influencing students' motivation in learning vocabulary through hybrid learning.

### **F. Significance of the Research**

The Significances of the research are:

#### **1. Theoretically**

The result of this research is expected to be able to give the following benefits for educational practioners, such as teachers, students and the researcher.

## **2. Practically**

1. For the teachers, provide information to the English teacher about students' motivation, so it can help them to improve their learning process.
2. For the students, hopefully, it can help the students to know more about the motivation and students can achieve better learning outcomes and their vocabulary skill.
3. For the researcher, it can be used to reference to conduct future research and give contribution in future research.

## **G. Scope of the Research**

The scope of the research as follows:

### **1. Subject of the Research**

The subject of the research was students at the eighth grade of SMPN 27 Pesawaran.

### **2. Object of the Research**

The object of the research was students motivation in learning vocabulary through hybrid learning.

### **3. Time of the Research**

The research was conducted at the eighth grade of SMPN 27 Pesawaran in the academic year of 2020/2021.

### **4. Place of the Research**

The research was conducted at SMPN 27 Pesawaran.



## CHAPTER II

### LITERATURE REVIEWS

#### A. Concept of Motivation

##### 1. Definition of Motivation

Motivation is one of the most important parts of a student's learning process. In the field of learning, motivation is critical to success. In this case, it is difficult to succeed without motivation. Motivation is not only important to encourage students to participate in academic activities. It is also important to determine how much students learn from their activities or the information they have learned. Students who are actively learning something will use higher cognitive processes in their studies and learn more from it.<sup>15</sup>

Harmer explained that motivation as "some kind of internal drive which pushes someone to do things in order to achieve something".<sup>16</sup> It means that motivation is considered as important aspect to do certain activities in order to be success. In the same vein, Parsons, Hinson, and Brown, define motivation as an important component or factor in the learning process.<sup>17</sup> Learning and motivation have the same importance to achieve something. Learning makes us gain new knowledge and skills and motivation pushes or encourage us to go through the learning process, meanwhile motivation is defined as the condition which can initiate, guide and maintain our behaviors until goals has been reached or response has been blocked.<sup>18</sup>

Meanwhile, Sudjana argued that student motivation can be seen from several things, including: student's interest and attention to learning, student's enthusiasm to do their learning task, student's responsibility in doing their learning assignments, reactions shown by

---

<sup>15</sup> Robert E.Slavin. *Educational Psychology Theory and Practice* (Boston: Johns Hopkins University.1994), p.347

<sup>16</sup> Nailul Muna, *Students' Perception and Motivation in Learning English through Infographic* (IAIN Salatiga,2019),p.7

<sup>17</sup> Irsanti, *Students' English Learning Motivation Extra English Course Ar-Raniry State Islamic University*,( Banda Aceh, 2017),p.7

<sup>18</sup> *Ibid*

student's to the stimulus given by the teacher, feeling happy and satisfied in doing the assignments given.<sup>19</sup>

Based on the definition above, it can be concluded that motivation is an important energy that every people has to have, because it can be as direction to do and achieve something that will change someone's life to be better than before.

## 2. Types of Motivation

The expert explained several motivation. Some of them classify it as intrinsic motivation and extrinsic motivation. In general, the concepts of each theory indicate that motivation plays a vital role in the learning process of students. Explained by Santrock Intrinsic motivation involves the internal motivation to do something because of encouragement of desire or feeling from inside. For example, a person studies English because he/she likes or enjoys learning English. It means that intrinsic motivation comes from inside of the person. When students have intrinsic motivation, they have internal desire to learn and they do not have the need for external outcomes. Meanwhile, Extrinsic motivation also influences students on learning. Extrinsic motivation involves doing something to obtain something else. Extrinsic motivation is often influenced by external incentives such as rewards and punishments. For example, a student may study hard for a test in order to obtain a good grade in the course.<sup>20</sup>

Harmer argued that Intrinsic motivation comes from within individual. It means that, students might be motivated by enjoyment of the learning process or desire to make themselves feel better. So, intrinsic motivation pushes the student to learn without rewards. Meanwhile, Extrinsic motivation is a results of any number of outside factors. These outside factors include reward and punishment. It means that extrinsic motivation come from outside of the person.<sup>21</sup>

Based on the explanation above, it can be concluded that intrinsic motivation is a kind of energy that people obtain from within. This

---

<sup>19</sup>Nana Sudjana, *Penilaian Hasil Belajar Mengajar*, (PT. Rosdakarya : Bandung, 2002),p.61

<sup>20</sup>Siti Fachraini, *An Analysis of Students' Motivation in Studying English*, UIN AR-RANIRY Banda Aceh, p.49

<sup>21</sup>*Ibid*, p.48

energy is not affected by the outside world. With inner motivation, students do not need to do certain things. If the person is interesting in learning, it means that he/she has intrinsic motivation. The interesting thing about learning or doing something is an indicator that a person has intrinsic motivation, and extrinsic motivation is a motivation that comes from outside the person. In the learning process, the extrinsic motivation may come from the teacher's reward, praise or other rewards to the students, which makes the motivation become the driving force in the learning process.

### 3. Factors Influencing Students' Motivation

There are two factors that influence the students' motivation as follows:<sup>22</sup>

#### 1. Internal Factor

Internal factor or **Intrinsic motivation** can be found such as on learner's interest, need, hobby and goal.

##### a. Interest

Students with an interest in a subject tend to pay attention to it. They feel that it makes a difference to them. They want to become fully aware of its character. They enjoy dealing with it either for what it can lead to or for its own sake. Interest is the factor which determines an attitude in working or studying actively. Learning process will run well if the students have an interest. The students will study regularly or effectively and they will be success if they have high interest.

##### b. Goal

Harmer explained that motivation encourages to achieve the goal. If the goal is clear and useful for the students, then they will attempt to achieve the goal. All people have a goal in their life. Before they do what they wanted to do, they have decided a goal first. In

---

<sup>22</sup> N.L. Gage & David C. Berliner, *Educational Psychology*, (Boston: Houghton Mifflin Company, 1984),p. 374

teaching and learning activity, the students have to know and decide to a goal, because it can be a great motivation for them. If the students know the appropriate goal, they will prepare everything that can help them to achieve their goal.

c. Need

The students who has a need is one who lack something that a given activity or outcome can provide.

The characteristic of the three types of needs are:<sup>23</sup>

- a) Need for achievement, involves a strong desire to succeed in attaining goals, not only realistic ones but also challenging ones.
- b) Need for affiliation, people high in this need seek to be likes by others and to be held in high regard by those around them.
- c) Need for power, power is not about reaching a goal but about having control over other people.

d. Hobby

Hobby is an activity or interest that is undertaken for pleasure or relaxation in one's spare time. It means that hobby is an activity which is usually something that you really enjoy to do it.

## 2. External Factor

Many other factors that can influence upon students extrinsic motivation in learning process as follows:

a. Teacher

In teaching learning process, the teacher has a great influence on students' motivation. Teacher needs to find creative and innovative way or method in

---

<sup>23</sup> Saundra K. Ciccarelli & J. Npland White, *Psychology 2nd edition*, (New Jersey: Pearson Education, 2009),p.361

teaching to improve students' motivation. So, Teacher is a person who had an important role in teaching and learning activity to socialize and shaping motivation among students.

b. Parents

Parents' role in educating their children is very important because it gives strong influence on children's development. Harmer states that, the parents are very much against the culture of the language this will probably affect his or her motivation in negative way. They should have to support their children to create their motivation.<sup>24</sup>

c. Environment

Tabrani, states that environment is everything which exist around us, which has correlation and gives influence to ourselves.<sup>25</sup> Students will be more interesting of the environment of the classroom is comfortable. Students who are motivated by their environment will have encouragement to learn English. In the other words, if their home environment and the atmosphere of classroom and also the quality of facilities are good, they will do their best to achieve better English. Generally, it has been known that to determine someone's learning, motivation is not only from individual factor, but also environment factor. Environment is everything which exists around us which has correlation influences in ourselves.

All these views of language learning will affect the student's attitude to the language being studied, and the nature and strength of this attitude will, in its turn, have a profound effect on the degree of motivation the student brings to class and whether or not that

---

<sup>24</sup> Harmer. *The Practice of English Language Teaching*. Fourth edition, p.4

<sup>25</sup> A Tabrani Rusyan. *Pendekatan Dalam Proses Belajar Mengajar*, (Bandung: PT.Remaja Rosydakarya, 2003). p.148



motivation continues. Even where adult students have made their own decision to come to a class to study English, they will bring their attitudes from the society they live in, developed over years, whether these attitudes are thoroughly positive or somewhat negative.<sup>26</sup>

Students who are motivated by their environment will have encouragement to learn English. In other words, if their home environment and the atmosphere of classroom and also the quality of facilities are good, they will do their best to achieve better English. Generally, it has been known that to determine someone's learning, motivation is not only from individual factor, but also environment factor. Environment is everything which exists around us which has correlation influences in ourselves.

#### **4. The Importance of Motivation**

When learning a second language, motivation plays an important role in success and failure. Spolsky pointed out that students who are motivated learn more and learn faster than students who do not.<sup>27</sup> Especially in learning situations, unmotivated students may lose attention, behave inappropriately and cause discipline problems. On the contrary, motivated students will actively participate and pay attention to certain learning tasks or activities.

The influence of student motivational learning in education is very important. Without motivation, learning cannot happen. Therefore, in education, the role of motivation is effective for students' learning. Due to motivation, students can complete any task and achieve goals. Motivation can increase the speed of work, and a person is doing everything possible to achieve the goal. Motivation can improve academic performance. The impact of motivation (high or low motivation) on student success at the educational level.

#### **5. The Function of Motivation in Learning**

As we know that motivation has an important role in affecting students learning process. So, here are some functions of

---

<sup>26</sup> Jeremy Harmer, *The Practice of English Language Teaching* 3rd edition, p 51-52

<sup>27</sup> Spolsky, B. *Conditions for second language learning*. (Hong Kong: Oxford University Press, 1990), p. 157

motivation that are stated by some experts on their book. First, Djamarah divided the function into three kinds.

- a. Motivation as stimulus of an action  
Motivation that functions as stimulus is motivation that will influence what students' attitudes should do in the learning process. Initially, students do not have an interest in learning, but they encourage themselves to learn because there is something to be found.
- b. Motivation as driver of an action  
Psychological impulses that give birth to attitudes are very strong forces which then incarnate in the psychophysical movement. Mind intellect processes with body, action and mind are very strong so that they fully understand the contents of what is learned.
- c. Motivation as director of an action  
The role of motivation that can direct the actions of students in learning and can select what should be done and what is not done by the students. The guiding factor in learning is the goal of learning itself.<sup>28</sup>

Second, Suhana stated in his book that there are four functions of motivation. The functions are written as follows:

- a. Motivation is a driving tool for students' learning behavior.
- b. Motivation is a tool to influence students' learning achievement.
- c. Motivation is a tool to provide directors to the achievement of learning objectives.
- d. Motivation is a tool to build the more meaningful learning system.<sup>29</sup>

---

<sup>28</sup>Syaiful Bahri Djamarah, *Psikologi Belajar*, (Jakarta:Rineka Cipta,2011),p.157

<sup>29</sup>Cucu Suhana, *Konsep Strategi Pembelajaran*, (Bandung:PT.Refika Aditama,2014),p.24

Third, Sardiman also mentioned three functions of motivation in his book. Here are the explanations:

- a. Motivation encourages people to do something which will be the driver of every activity that will be done.
- b. Motivation determines the direction of the action that will be achieved.
- c. Motivation selects the actions, then determine what appropriate actions must be done to achieve the goal, by ruling out useful actions for the purpose.<sup>30</sup>

## 6. Indicators of Motivated People

Edward Murray argued that the characteristics of people who have high achievement motivation as follows:<sup>31</sup>

- a. Do something with the best.
- b. Do something to achieve success.
- c. Completing task that require effort and skill.
- d. Desiring become known and mastered a particular field.
- e. Perform a hard thing with satisfactory results.
- f. Doing something very meaningful.
- g. Doing something better than before.

## 7. Measurement of Motivation

There are some ways used to measure motivation according to Hanafiah:<sup>32</sup>

- a. Performance test is the measurement to get information about loyalty, sincerity, targeting, awareness, duration, and frequency of activist.
- b. Questionnaire is to know the persistence and loyalty.

---

<sup>30</sup>Sardiman, A.M, *Interaksi dan Motivasi Belajar Mengajar*, (Jakarta:PT.Raja Grafindo Persada,2014), p. 85

<sup>31</sup>Evi Kasyulita, Desi Ratnasari, *An Analysis Students' Motivation in reading Procedure Text at the fifth grade of SMAN 1 Rambah Samo*, J-SMICH, Vol.3 No.2, (August,2016),p.17

<sup>32</sup> Hanafiah, N. *Konsep Strategi Pembelajaran*, (Rafika Aditama,2010)

- c. Free compose is to understand information about the vision and aspirations.
- d. Achievement test is to get the information
- e. Scale is to understand information about attitude.

This research used the one of the measurement above that is questionnaire. In the questionnaire there are five options that are strongly agree, agree, neutral, disagree and strongly disagree. The answer of the questionnaire would be change become score by using likert scale.

## 8. The Student's Learning Motivation

Learning is the act, process or experience of gaining knowledge or skill. Knowledge or skill gained through schooling or study. There are many definitions of learning:

1. Learning is shown by a change in behavior as a result of experience.
2. Learning is to observe, to read, to imitate, to try something themselves, to listen, to follow direction.
3. Learning is a change in performance as a result of practice.<sup>33</sup>

From those definitions above, the researcher can conclude that learning is a change of behavior or performance by doing activities, such as reading, listening, and imitating to get knowledge, so the learners have to practice regularly of learning activities. One of factors of learning is motivation. Motivation is hidden power which is coming from inside and outside of the learners which drives them to do something benefit to get the desire changes. The learners will be success if they have motivation, motivation to know what will be learnt and to understand why they learn, so the learners can have or gain information and get knowledge from what they have learnt.

Learning motivation is the desire or drive which comes from inside and outside to learn language, especially English through a process which is done by learners to take a change of behavior as a

---

<sup>33</sup> Sardiman A.M, *Interaksi dan Motivasi Belajar Mengajar*, (Jakarta: Rajawali, 1986), p.22

result of experience and to get knowledge. Motivation has a significant role in teaching and learning process. The students who have a higher motivation will get better opportunity to succeed in their learning activities than the lower one.

## **B. Concept of Vocabulary**

### **1. Definition of vocabulary**

Vocabulary is an important element of language. Vocabulary is knowledge of meanings of words.<sup>34</sup> It means that vocabulary is basic element of a language which will make the language meaningful and total number of words that make up a language with their meaning using by group or person in human being communication, it makes possible for someone or student to express something or message to another, reads different subjects, and also deals with foreign language.

Vocabulary is one of the materials studied by students at all levels of schools in Indonesia. If they want to be proficient in English, they already have it. Vocabulary is the center of language and is essential to typical languages. Vocabulary becomes important because it can be used as the basis for constructing a good sequence of words. Therefore, students should master vocabulary.

Furthermore, the students need to see words in context to see how they used.<sup>35</sup> It means that vocabulary is vital component to learn English and students will do nothing if they do not know about vocabulary. Without vocabulary, it is difficult to communicate and learn English to each other. Clearly designed to focus the students' attention on an aspect of vocabulary they certainly know quite a lot about. It means that if the students have enough vocabulary, they will be easier to comprehend and understand the meaning of the text or sentence.

---

<sup>34</sup> Elfrieda H. Hiebert and Michael L. Kamil. *Teaching and learning vocabulary bringing research to Practice*, Lawrence Erlbaum associates (LEA). (New Jersey London: Mahwah, 2005). p.3

<sup>35</sup> Jeremy Harmer. *The practice of English language Teaching* –forth Edition. (Essex: Pearson Longman ELT. 2007). p. 229

Harmer states, there are four basic aspects that students need to know in learning new vocabulary items.<sup>36</sup> They are as follows:

a. Word Meaning

The first thing to realize about vocabulary items is that they frequently have more than one meaning. The word "head", for example, sometimes means a top of human body, but it can also mean the leader of office e.g. headmaster. The other facts sometimes word have meaning in relation such as antonym and synonym. Thus students need to know the meaning of vegetable as a word to describe any one of other thing e.g. carrots, cabbage, potatoes, etc. Vegetable is a general meaning whereas I am more specific.

b. Word Use

It is frequently stretched through the set of metaphor and idiom. People know that the word hiss for example, describe the noise that snakes make. But people stretch its meaning to describe the way people talk to each other ("don't move or you're dead", she hissed). That's metaphorical use, at the same time, people can talk about treacherous people as snake (He's a real snake in the grass). Snake in the grass is a fixed phrase that has become an idiom, like countless other phrase such as raining cats and dogs, my house is castle, etc.

c. Word Combination

Although words can appear as single item which are combine in a sentence. (The mongoose bit the snake), they can also occur in two or more items groups (the normally lightning-quick reactions of the reptile let it down). They often combine with each other in ways which competent speakers of the language recognize instantly, but which other often find strange. The kinds of words of word that go together in one language are often completely different from the kinds of word which live together in another.

---

<sup>36</sup> Jeremy Harmer. *The practice of English Language Teaching (3rd Ed)*. (Singapore, Longman Group UK Limited, 1991),p.18

#### d. Word Grammar

Word grammar which is employ by distinguishing the use of words base on the use of certain grammatical patterns such as noun, verb, adjective, adverb, etc. people make a distinction between countable and countable nouns. The former can be both singular and plural. People can say one chair or two chairs, etc.

Based on the explanation above, it can be concluded that vocabulary mastery is the ability to use or understand words that they have learn. By mastering vocabulary students will be better in listen, speak, read, and write. Vocabulary is very important for learning English language skill. Two basic aspects this research focuses on word meaning and word use. Including types of vocabulary are noun, verb, adjective and adverb.

## 2. Types of Vocabulary

Vocabulary has some types that need to be learnt. There are types of vocabulary that there are at least four types of vocabulary, they are: Noun, verb, Adjective, Adverb, conjunction, determiner, pronoun and preposition.<sup>37</sup>

### 1. Noun

There are some definitions about verb that proposed noun is one of the most important parts of speech.<sup>38</sup> That noun is refers to a person, place, animal or thing.<sup>39</sup> From the statements before, it can be concluded that noun is one of the most important parts of speech to refer to a person, place, animal or thing. Example: child, school, book, knowledge, students, and tiger.

---

<sup>37</sup> Scott Thornbery. *How to teach vocabulary*. (English: Longman, 2002). p.3

<sup>38</sup> Marcella frank. *Modern English a practical reference guide*. (New York university: prentice hall inc, 1972). p. 6.

<sup>39</sup> Burgmeier and Arline. *Lexis: Academic vocabulary study*. (New Jersey: Prentice hall, 1936). p.193.



## 2. Verb

There are some definitions about verb that proposed verb is the most complex part of speech.<sup>40</sup> That verb is shows action or a state of being.<sup>41</sup> From he statements before, it can be concluded that verb is the most complex part of speech and shows action or a state of being. Example: run, tell, stand and sing.

## 3. Adjective

There are some definitions of adjective that proposed adjective is modifier that has the grammatical property of comparison.<sup>42</sup> That adjective is modifies or describes nouns and specifies size, color, number and other characteristics.<sup>43</sup> From the statements before, it can be concluded that adjective is a word that describe noun and has the grammatical property of comparison and modifies or describes nouns and specifies size, color, number, and other characteristics. For example: beautiful, fat, comfortable, short and perfect.

## 4. Adverb

There are some definitions of adverb that proposed adverbs are words that describe or modify verbs, adjective, and other adverb.<sup>44</sup> That adverb is told how, when, or where something happened.<sup>45</sup> From the statements before, it can be concluded that is a word that modify verbs, adjective, and other adverbs and tell how, when, or where something happened. For example: Carefully, nicely, really, softly, slowly.

## 5. Conjunction

Conjunction is the word “joins”. Conjunctions join two parts of a sentence and help to show the connection between two

---

<sup>40</sup> Marcella frank. *op cit*, p. 47.

<sup>41</sup> Burgmeier, Arline. *op cit*, p. 194.

<sup>42</sup> Marcella frank. *Op Cit*, p.109

<sup>43</sup> Burgmeier and Arline. *Op Cit*. p.192.

<sup>44</sup> Marcella frank. *Op Cit*. p.141

<sup>45</sup> John Eastwood. *Oxford guide to English grammar: grammar finder*. (Oxford University Press, 2005). p.258

parts of sentence. There are two basic functions of conjunctions: they are coordination conjunction and subordinating conjunction. Coordinating conjunctions are used to join two parts of sentence that are grammatically equal. Example: and, but, or, nor, for, yet, so. And subordinating conjunctions are used to join subordinate. Example: although, because, since, unless.

## 6. Determiner

Determiner is word placed in front of a noun to make it clear what the noun refers to. There are several classes of determiner:

- a. Definite and indefinite articles: a, an, the.
- b. Demonstratives: this, that, those, these.
- c. Quantifiers: a few, a little, much, many, a lot of, most, some, any and enough.
- d. Possessive: my, your, his, her, its, our, their.
- e. Numbers: cardinal, ordinal number.

## 7. Pronoun

A pronoun is a word that takes the place of a noun.<sup>46</sup>

### a. Subjective pronoun

A subjective pronouns act as the subjects of a sentence. The subjective pronouns are I, you, she, he, it.

### b. Objective pronouns

An objective pronoun acts as the object of the sentence. It receives the action of the verb. The objective pronouns are her, him, it, me, them, us and you.

---

<sup>46</sup> Mark Lester. *English Grammar Drills*. (New York: The Mc-Graw Hill Companies, 2009),p. 206-207

c. Reflexive pronouns

A reflexive pronoun refers back to the subject of the sentences. The reflexive pronouns are herself, himself, itself, myself, our self, themselves and yourself.

d. Possessive pronouns

A possessive pronoun tells you who own something. The possessive are hers, his, its, mine, ours theirs and yours.

e. Demonstrative pronouns

A demonstrative pronoun point out a noun. The demonstrative pronoun are that, these, this, those.

f. Interrogative pronouns

An interrogative pronoun is used in a question. It help to ask something. The interrogative pronouns are that, which, who, and compound word ending in “ever”, such as whatever, whichever, whoever and whomever.

g. Indefinite pronouns

An indefinite pronoun refers to an indefinite, or general, person, or thing. Indefinite pronouns include all, any, both, few, each, everyone, many, neither, none, nothing, several, some and somebody.

8. Preposition

Preposition belongs to small group or class of word which express relations of place, direction, time or possession. Words belonging to this include: *in, on, of, at, to, from, till, with, for, beside, against, by, towards, and so on.*

Based on the long explanation above, the researcher concludes that vocabulary mastery is people’s ability to use or to understand basic from of words of language that they have learned in certain situation. In the form of noun, verb, Adjective, Adverb, conjunction, determiner,pronoun and preposition. In this case the researcher will do the research to know the students’ vocabulary mastery focuses on noun, verb, Adjective, Adverb.

### 3. Learning Vocabulary

Learning vocabulary is a complex process. Learning vocabulary is not only about words, but also about how to use it into correct usage. argued, Vocabulary learning is the process of acquiring vocabulary of a second language as building blocks for the mastery of the language. The purpose of vocabulary learning is to memorize and use the acquired words in various context of conversation that may arise.<sup>47</sup> Stahl and Nagy believe that vocabulary learning is a difficult process, because students need to be motivated to learn vocabulary, they are keen on vocabulary teaching, and meet vocabulary learning standards to persuade the required results.<sup>48</sup>

Based on definition above, learning vocabulary plays an important role in learning English, because learning vocabulary is the basis of language and it helps students in speaking, writing, reading and listening. Without vocabulary, it difficult to be mastered in learning English.

### 4. Problems in Learning Vocabulary

Learning vocabulary seems to be one of the easiest things about learning a language, but it is also one of the hardest things to do, especially when you have reached a certain level. Learning vocabulary needs practice and time and in our days time is a problem. Thornbury proposes some factors that make some words more difficult as follows:<sup>49</sup>

#### a. Pronunciation

Research shows that words that are difficult to pronounce are more difficult to learn. Actually, students want to be able to speak English fluently, with understand pronunciation. So that, they can communicate without scare as good pronunciation make receiver

---

<sup>47</sup>McCarthy and Tengin AlsaifSarah Ali M, Farhana Diana Deris, *Vocabulary Learning Through Duolingo Mobile Application:Teacher Acceptance,Preffered Application Features and Problems*, International Journal of Recent Technologi and Engineering, Vol.8,2019.p.79

<sup>48</sup>Muhammad Reza Ahmadi et.al, *Improving Vocabulary Learning on Foreign Language Learning Through Reciprocal Teaching Strategy*, International Journal of Learning and Development, vol.2,2002,p.187

<sup>49</sup>Thornbury, Scott. *How to Teach Vocabulary*(London: Longman,2002),p.204

easier to understand. The following aspect, which cause pronunciation problem is: similar sound in two words into language which have different variants, sequences of sound in one word, classification of sound.

b. Spelling

Besides learning pronunciation, learning spelling is also important, because it can improve the learners' ability of language skills especially writing and reading. The following are some of spelling problem; understanding between speaker and hearer and the students do not know the spelling of words. Sounds-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word difficulty.

c. Length and complexity

Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favouring their "learnability".

d. Grammar

Also problematic is the grammar associated with the word, especially if this differs from that of its L1 equivalent. Remembering whether a verb like enjoy, love, or hope is followed by an infinitive (to swim) or an ~~±~~ing form (swimming) can add to its difficulty.

d. Meaning

It is reasonable that the Indonesian learners are difficult to understand the meaning of English words. Sometimes the meaning of words changes because of the function in sentences. When two words overlap in meaning, learners are likely to confuse them.

e. Range, connotation and idiomaticity.

## C. Concept of Hybrid Learning

### 1. E-Learning and Conventional Learning Models

Basically e-learning consists of two parts, namely "e" which stands for from "electronic" or "electronic" and "learning" which means learning. Simply e-learning is learning by using electronic devices. There are many definitions of e- learning, before the word e-learning became popular, many learning words had been used and is still being used such as: distance learning (open distance learning), web-based teaching (web-based training), computer-assisted teaching (computer-assisted based training), technology-based learning and learning online (online learning). Various definitions can be found in various literatures when talking about

Definition of Electronic Learning (e-learning), depending on the point of view of the person providing the definition. E-learning can also be defined as the use of new multimedia technologies and internet to improve the quality of learning by facilitating access to networks which accommodates distance learning.<sup>50</sup> Such learning technology can also be called web-based learning (Web-based learning Instructions).

While Cisco in Yazdi, explains the philosophy of e-learning as follows: First, e-learning is the delivery of information, communication, education, online training. Second, e-learning provides a set of tools that can enrich the value of conventional learning (conventional learning models, to textbooks, CD-ROMs, and computer-based training) so as to answer the challenges globalization development. Third, e-learning does not mean replacing the learning model conventional methods in the classroom, but strengthen the learning model through content enrichment and development of educational technology. Fourth, the capacity of students varies greatly depending on the on the form of content and the method of delivery. Better alignment between content and tools presenters with learning styles, the better the student's capacity, which in turn will give good

---

<sup>50</sup> Alonso, Fernando. *An Instructional Model for Web-based E-learning Education with a Blended Learning Process Approach*. British Journal of Educational Technology, 2005, p. 218

results.<sup>51</sup> The effectiveness of e-learning has increased in recent years. This matter mainly due to the improvement of IT in learning, however e-learning cannot be separated from conventional learning.

The conventional learning model is a model used by teachers in everyday learning by using models that are general in nature, even without adjust the appropriate model based on the nature and characteristics of the learning material studied. Trianto suggests that in conventional learning, classroom atmosphere tends to be teacher-centered so that students become passive, students are also not taught a learning model that can understand how to learn well, think and motivate yourself.<sup>52</sup>

Furthermore, Wortham quoted by Wardarita, suggests that Conventional learning has certain characteristics, namely: (1) not contextual, (2) not challenging, (3) passive, and (4) the learning material is not discussed with the learner. Wardarita concludes that conventional, traditional or partial learning is learning that divides teaching materials into small units and presentations teaching materials between one material apart from other materials, between phonemes, morphemes, words, and sentences are not linked with each other, each subject matter stands itself as a field of science, including its assessment system. In the teaching and learning process teacher dominates.

Conventional learning can be combined with learning so that learning more to student centered and students are more active and independent in learning that is by combining it with electronic learning (e-learning). Merger such learning is commonly known as hybrid learning or blended learning combining one or more learning models or approaches.

## 2. Definition of Hybrid Learning

The term hybrid learning, also known as blended learning, has been now commonly used, particularly in corporate and higher

---

<sup>51</sup> Yazdi, Mohammad. *E-Learning Sebagai Media Pembelajaran Interaktif Berbasis Teknologi Informasi*. Jurnal Ilmiah Foristek Vol. 2, No. 1,(2012),p.146

<sup>52</sup>Trianto.*Model-model Pembelajaran Inovatif Berorientasi Konstruktivistik*.(Jakarta : Prestasi Pustaka, 2007),p.1



education settings. Hybrid learning integrates traditional learning and web-based approaches in teaching English effectively. The term itself is quite difficult to define since it is used in diverse ways by different people. Overall, there exist the three most common meanings for hybrid learning:<sup>53</sup>

1. The integration of traditional learning with web-based online approaches;
2. The combination of media and tools (e.g. textbooks) employed in learning environments; and
3. The combination of a number of teaching and learning approaches irrespective of the technology used<sup>54</sup>

Hybrid learning as an integration of face-to-face teaching and learning methods with online approaches. In general, hybrid learning is about a mixture of instructional modalities (i.e. onsite, web-based and self-paced learning), delivery media (e.g. the Internet, classroom sessions, web-based courses, CD-ROMs, video, books, or PowerPoint slides), instructional methods (i.e. face-to-face or technology-based sessions), and web-based technologies, both synchronous and asynchronous (e.g. chat rooms, wikis, virtual classrooms, conferencing tools, blogs, textbooks or online courses).<sup>55</sup> Hybrid learning allows students to solve problem strategically through the experiences encountered in online learning. Additionally, the blending of face to face and online learning gives the students an opportunity to reflect and develop specific critical thinking strategies during the learning process.<sup>56</sup> Furthermore, students are able to sharpen their skills in English, through hybrid learning because of the opportunity

---

<sup>53</sup> Whitelock, D., & Jelfs, A. (2003). *Editorial: Journal of Educational Media Special Issue on Blended Learning*. *Journal of Educational Media*, 28(2-3), 99-100.

<sup>54</sup> Driscoll, M. (2002). *Blended learning: let's go beyond the hype*. *E-learning*, March 1.

<sup>55</sup> Dziuban, C.D., Hartman, J.L., & Moskal, P.D. (2005). *Higher education, blended learning and the generations: knowledge is power – no more* In J. Bourne and J.C. Moore (Eds.), *Elements of quality online education: engaging communities*. Needham, MA: Sloan Center for Online.

<sup>56</sup> Dong, X.P. and Yu, B., 2017. *Research and Practice of Hybrid Teaching Model of Trinity*. *Eurasia Journal of Mathematics, Science and Technology Education*, 13(8), p.9

to access numerous educational journals physically in electronic forms while online. Therefore, the combination of traditional concepts in teaching English is part of a hybrid learning method that promotes English teaching effectively. Besides, hybrid learning methodologies have enabled the combination of media tools integrated into e-learning environments. English language students are able to access relevant information through e-platforms to enable them to learn effectively some specific components of English effectively.

Students' purposes and conditions in learning English is clearly shaped through ideologies through hybrid learning practices.<sup>57</sup> Moreover, the combination of learning and teaching approaches is made possible irrespective of the technology used when hybrid teaching methods are employed in the process of teaching English. The mixture of instructional modalities in teaching English through hybrid learning self-paces the learning process effectively. Web and onsite information integrate information that promotes effective learning processes for successful English language understanding. Additionally, instructional methods through face to face and technology-based teaching sessions are made possible through hybrid learning as a way of meeting learning goals and developing preferences that are relevant in promoting the learning process effectively.<sup>58</sup>

Based on explained above, Hybrid learning combine face to face and online teaching to form a cohesive experience among learners and teachers in learning. Hybrid learning methods compensate for the gaps that exist in learning English and other subjects. Students are exposed to important materials and resources that adopt learning strategies in English for language development. Additionally, student and teachers interaction is enhanced through hybrid learning methods to identify mistakes while focusing on the objectives of the learning process. The blending of teachers and students is important for unique experiences

---

<sup>57</sup> Klimova, B.F., and Kacatl, J., 2015. *Hybrid learning and its current role in the teaching of foreign languages. Procedia-Social and Behavioral Sciences*, p.477

<sup>58</sup> Wichadee, S., 2015. *Factors related to students' performance of hybrid learning in an English language course*. In *Curriculum Design and Classroom Management: Concepts, Methodologies, Tools, and Applications*, p. 230

of learner teacher relationship during the learning process. Communication in English language is made perfect through hybrid learning methods because of the intense exploitation of tools and resources in both modern and traditional concepts of learning English.

### 3. Type of Hybrid Learning

Hybrid learning is known as learning that combines one or more learning model. This is reinforced by the opinion of Heny and Budhi states that the hybrid program that develops is a combination of one or more dimensions:

#### 1. *Face-to-face* learning

*Face-to-face* learning is held in the form of learning activities in in class, practical activities in the laboratory, mentoring or on the job training. Learning activities in the classroom include the delivery of material through learning face to face, discussion presentations, exercises and exams.

#### 2. *Synchronous* Virtual Collaboration

*Synchronous* Virtual Collaboration is a teaching format that is collaborative that involves interaction between teachers and students delivered on time the same one. This collaborative activity is carried out by utilizing Instant Messaging (IM) or chat. This facility will be used to communicate between teachers and students class hours students.

#### 3. *Asynchronous* Virtual Collaboration

*Asynchronous* Virtual Collaboration is a teaching format that is collaborative that involves interaction between teachers and students delivered on time different. The facility used in this learning activity is online discussion discussion boards or forums and E-mail.

#### 4. Self-Pace *Asynchronous*

Self-Pace *Asynchronous* is a self-learning model in different times where students can learn the material provided by the teacher in the form of a material module teach or do assignments and exercises online. Besides self-pacing

asynchronous students can learn the subject matter by means of links to other teaching resources.<sup>59</sup>

#### 4. The Implementation of Hybrid Learning

The implementation of hybrid and blended learning in language learning is firstly proceeded by the process of building the knowledge. This process occurs on online access (CMS). This way is chosen in order to stimulate learner to have significant knowledge to achieve further learning. The second stage of hybrid and blended learning is personal interaction. Personal interaction is done in classroom (face to face). After language learner builds the knowledge, in this stage, the teacher interacts to his learners. Teacher could also discuss some knowledge received from previous process. Furthermore, learner could also discuss unclear learning material on the first stage. The last but not least, the last stage of hybrid and blended learning is syntesis. In this stage, teacher would do some accessment to language learner skill. Language teacher would give some tests to access language learner skill and competency. This last stage is done by online, using CMS. Integrating hybrid learning in the process has several advantages, hybrid learning can overcome the limitations and differences in distance, time and space between learners and instructors. As stated by Zainuddin and Keumala, the use of technology and internet access are potentials to develop hybrid based learning media by integrating technology. Through hybrid learning, the learning process cannot only be done through a meeting between learners and instructors in a room but can be done wherever the learners and instructors are. Simply, the learning process cannot only be done based on specific schedule allocation but can be done anytime and anywhere.<sup>60</sup>

#### 5. Benefits of Hybrid learning

In the more than ten years that hybrid learning has been widely practiced, numerous studies have been done on its effectiveness. The

---

<sup>59</sup> Hendrayati, Heny & Budhi Pamungkas. *Implementasi Model Hybrid Learning pada Proses Pembelajaran Mata Kuliah Statistika II di Prodi Manajemen FPEB UPI*. Jurnal Penelitian Pendidikan LPPM UPI, (3(1)2016), p. 185.

<sup>60</sup> Zainuddin, Z. & Keumal, C. M. *Method within Indonesian higher education institutions*. Jurnal Pendidikan Humaniora, 6(2), 2018, p. 69–77

results are pretty clear: not only do students tend to prefer it as their format of choice, but the learning outcomes and academic achievement are stronger with hybrid than for either face-to-face or online teaching alone.

The implementation of hybrid learning provided flexibility when issues of time and place are taken into consideration. The benefits of hybrid learning were also stated by Smedley that the adoption of e-learning provides the flexibility of time and place of delivery or receipt of learning information. However, beside the benefits, there are several disadvantages discussed by experts. First, In online learning, there will be possibilities for the students to skip or prevent doing all the assignments on time.<sup>61</sup> Other disadvantages are related to the equipment needed by the students as well as the social interaction, with their friends and instructors.<sup>62</sup> It means that a big reason to use Hybrid Learning is flexibility – not just in terms of how time is used, but for how courses are taught, how students can engage with material and demonstrate learning, and how they interact with each other and the instructor. Whereas with face-to-face or online instruction, one format is chosen and used exclusively (and thus cut off from the benefits of the other), hybrid learning can offer the best of both in one unified experience. Online learning, on the other hand, can excel with independent exploration, innovative collaboration, information and technology literacy, and content mastery.<sup>63</sup> Supporting factors for the success of hybrid learning are among others:

1. The availability of internet access both at school or home.
2. The high of students and teachers familiarity or literacy on teacher computer and internet.
3. The availability of online learning resources that can be found and downloaded through internet.

---

<sup>61</sup> Smedley, J.K. *Modelling the impact of knowledge management using technology*. OR Insight, 2010

<sup>62</sup> Bijesh, N. *Advantages and disadvantages of distance learning*. Retrieved from: <http://www.indiaeducation.net/online-education/articles/advantages-and-disadvantages-of-distance-learning.html> . 2017

<sup>63</sup> *An introduction to Hybrid Teaching*, College of DuPage, p.4

4. Lecturer and most of students has own computer facilities such as PCs, laptop, notebook, etc. However, the addition of e-learning to classroom teaching provides students with opportunities for autonomous learning and a decentralized transfer of knowledge.

The main reasons why hybrid learning should be employed in teaching is as follows:

1. It contributes to pedagogy because it supports more interactive strategies, not only face-to-face teaching.<sup>64</sup>
2. It thus encourages collaborative learning; students or educators can work together on some projects from anywhere and at any time.<sup>65</sup>

It deepens intercultural awareness since it puts together researchers, educators, and students from anywhere in the world;

3. It reduces costs of teaching and learning since students do not have to undertake so many frequent travels to complete their education.<sup>66</sup> and it might match student's learning style although there is no clear consensus on this issue.

However, there are also drawbacks of hybrid learning. Hybrid learning is time-consuming and demanding in terms of creating materials and preparation and evaluation. Furthermore, both students and teachers sometimes have limited knowledge regarding the use of technology, and technical glitches are liable to happen at any moment.

---

<sup>64</sup> Graham, C.R. *Blended learning systems: Definition, current trends, and future directions*. In C. J. Bonk and C. R. Graham (Eds.), *Handbook of blended learning: global perspectives, local designs*. San Francisco, (CA: Pfeiffer Publishing, 2005).

<sup>65</sup> Bruffee, K. *Collaborative learning*. (Baltimore: The John Hopkins University Press. 1993)

<sup>66</sup> Graham, C. R. et al. *Benefits and challenges of blended learning environments*. In M. Khosrow-Pour (Ed.), *Encyclopedia of Information Science and Technology I-V*. (Hershey, PA: idea Group Inc, 2003)

Finally, students' study skills are often not sufficiently developed to enable them to benefit maximally from hybrid learning.<sup>67</sup>

Hybrid learning is the learning strategy that is very important to facilitate learning more effectively, efficiently and appealing for students since it is related to technology. The first type of online learning still has weakness, however, it can be overcome by the strength of combination of face to face instruction and online instruction. Thus, in the implementation of hybrid learning, the appropriateness method and delivery strategies are the important key.

## D. Concept of Social Media

### 1. Definition of Social Media

Social media or social networking sites are very popular among people all over the world to do communication with their friends or something else. Alassiri, et.al stated that social networking sites or social media provide an interactive platform that enables its users to communicate with other members to establish social relations, share information and knowledge relative to individual experience activities in real life.<sup>68</sup> Wang, Chen, and Liang told, students use social media tools for many purposes such as access to information, group discussion resource sharing and entertainment.<sup>69</sup>

One basic reason to use social media is it is familiar to almost students. Social media allow students to access enormous variety of learning materials in most of the cases free of charge. Thus, Marson said that social media have enough capacity for a good official

---

<sup>67</sup> Cech, P., & Klimova, B. *Kurz Teaching Written Business English*, 2003. In J. Sedlacek (Ed.), *Sbornik prispěvků ze semináře a soutěže-learning 2003*, (p. 23-26). Hradec Králové: Gaudeamus,.

<sup>68</sup> Fitri Hardiana, *The Use of Social Media Among English Education Students for Solving Problems in Completing their Skripsi*, Ar-Raniry State Islamic University, 2019, p.14

<sup>69</sup> Tournia Hauvas, Amel Bouakaz, *Students' Perceptions and attitude towards the use of Social Media in enhancing English Language Learning*, (Algeria, University of Mohammed Boudiaf), p. 1



education matching the social context of learning and promoting critical thinking in learners.<sup>70</sup>

Based on the statement above, Social media is an effective tools to be used by the teachers in the teaching and learning process. Social media is familiar for the students. They are already using then for purpose that include the social and the educational. By connecting learning with the rest of the worlds makes learning become motivational and fun. Students can interact in peer-peer, student-teachers, and among people in the world to achievegoal of language learning.

## **2. Positive and Negative Impact of Social Media in Education**

### **A. Positive Impact**

Social media did make the world a smaller place, we have more information, knowledge, and have better opportunities to use it. Social media improved our ability absorb information. Following are the positive impact of social media in Education:

#### **1. Familiar with technology**

Familiarity with technology plays a big role in helping students in learning, because it will help the students build their skills to use technology.

#### **2. Faster Information**

Talking about positive effect of social media, it is quite easy to access information. Students can quickly and easy to get information that their need.

#### **3. Easier Collaboration**

In studying, sometimes we have group projects. Social media made it simple and more realistic for students to work together, like students can make group for their class on social media for make them easier to learn.

---

<sup>70</sup>Fitri Handayani, *Instagram as a Teaching Tool?Really?*, Universitas Mahaputra Muhammad Yamin Solok, p.320

#### 4. Enhance Creativity

Social media also has a positive effect on students because a provide them an outlet for their creativity.<sup>71</sup>

### B. Negative Impact

Social media also have negative Impact, such as:

#### 1. Reduction in real human contact

The more time students spend on social media, the less time they spend socializing in person.

#### 2. Reduce more personal forms of communication

While social media can be great for building connections, some still believe that one-on-one discussions are for learning, support, and even discovering the best ways to present yourself professionally. Some forms of social media must foster this kind of interaction better and other.

#### 3. Distraction

Many students stuck to their gadget without concentrating on their study. Students should not be carried away by social media platforms because it will affect then academic performance.

#### 4. Privacy is not maintained

Most students do not constantly evaluate the content they are publishing online, which can bring about negative consequences months or year down the road. It means that students forget the need to filter the information that they post.<sup>72</sup>

---

<sup>71</sup>Jannaty Mismara, *Students' Perception on Using Social Media for Learning English*, Ar-Raniry State Islamic University, Darussalam, (Aceh, 2019), p.15-17

<sup>72</sup>*Ibid*, p.17-19

## E. Whatsapp Application

### 1. Definition of WhatsApp

As one of the popular mobile applications, WhatsApp provides many features that allow students and teachers to interact online. Teachers can set up a WhatsApp group to facilitate students to discuss, place some online materials, take tests, record and so on.

Due to the advantages of WhatsApp over other forms of social media tools, it is regarded as an effective communication and collaboration tool in the teaching and learning process.

Barhoumi pointed out that WhatsApp promotes knowledge sharing between peers, improves learners' operational skills, facilitates the learning process and facilitates the evaluation process.<sup>73</sup> WhatsApp is regarded as an educational mobile tool with great potential to help students build their own knowledge while using digital mobile devices. The WhatsApp application is dedicated to educational activities and aims to improve communication, creativity, critical thinking and problem-solving skills between learners.

### 2. Features in WhatsApp Application

As stated by Bere, WhatsApp messenger has the subsequent collaborative features.<sup>74</sup>

#### 1. Multimedia

It allows the user to exchange video, text message, image and voice notes.

#### 2. group chat

It supports the interaction of up to 50 group members.

---

<sup>73</sup>Akpan, Kufrep, Ezinne Abe, *Effectiveness of WhatsApp as a collaborative tool for learning Among undergraduate Students in University of Uyo, Alewa Ibom State*, Internasional Journal of Advanced Education and Research, Vol.2 No.5 (September 2017),P. 43

<sup>74</sup>Sonia Gon, Alka Rawekar, *Effectivity of E-learning through WhatsApp as a Teaching Learning Tool*, MVP Journal of Medical Sciences, Mau 2017, Vol.4 No.1, P.20

### 3. Unlimited Messaging

The number of message you will share on WhatsApp is unlimited. The application use 36/edge internet data plan or wifi to ensure continuous data transmission across platforms.

### 4. Cross Platform Engagement

Interactant with different devices (personal digital assistants, smartphone, galaxy tablets) can message each other through various media (text messages, picture, videos, and voice note).

### 5. Offline message

When the device is turned off or out of coverage, the message will be automatically saved.

### 6. No Charges Involved

There is no charges involved for using WhatsApp because it uses same internet data plan which is used for email or web browsing.

### 7. Pins and User Name

WhatsApp user need not to recollect passwords or username because it works via phone numbes and integrated with user's address books.

## 3. Positive Effect of WhatsApp Application

Kheryadi described in his article that students show their confidence, independence (autonomous), enthusiasm, and positive attitude towards learning English. Here are some positive effects that arise in students using WhatsApp in learning activities:

#### a. Confidence

Students confirm that they are happy and comfortable using WhatsApp in learning English because with WhatsApp, they can write using English with no affraid and ashamed to use grammar and the right vocabulary. Because in the WhatsApp application they have friends and teachers who help them.

#### b. Autonomous

WhatsApp application allows students to become independent students because they can learn independently and they can

practice using their language to share idea without limited space and time on class. The role of the teacher as a facilitator is important to ensure that students have edequate language exposure and teaching guidance. It is also believe that autonomous learning using WhatsApp creates responsible students.

#### c. Enthuasiasm

WhatsApp can also increase students' enthusiasm in learning, because they can comment on each other use their language and increase their interest.<sup>75</sup>

## F. Google Classroom Application

### 1. Definition of Google Classroom Application

One of ways that we can be used to do the learning online is to use Google Classroom. Google Classroom is a new tool introduced by Google Apps for Education in 2014. This classroom facilitates the teacher to create and organize assignments quickly, provide feedback efficiently, and communicate with their classes with online learning style of teaching offers many advantages over the traditional classroom teaching style.

Google Classroom application is a free collaboration tool for teachers and students. Teachers can create an online classroom, invite students to participate in the classroom, and then create and distribute assignments.

As claimed by Beal, Google Classroom is a tool that promotes cooperation between students and teachers; teachers can also create and distribute assignments for students in online classrooms for free.<sup>76</sup> It makes teachers simply build group to share assignments and announcements. Google Classroom can be a tool that makes learners become active participants. Google Classroom also has some benefit

---

<sup>75</sup>Syarifah Afsyah, *WhatsApp Application in English Language Teaching (EIT) Contxt: Media to describe people*, Journal of Ultimate Research and Trend in Education, Vol.1 no. 2 Match 2019, P. 25-26

<sup>76</sup>Beal, V. *Google Classroom*. Retrieved April 25, 2017, from Webopedia: <http://www.webopedia.com/TERM/G/google-classroom.html>,(2017). P. 29

such as paperless, can be access anywhere and everywhere, as long as there is internet connection and from any devices, to communicate between teacher and students, to give feedback to students and personalized learning. So, google classroom make it easier for teachers to handle students work.

Based on the statements above, it can be conclude that google classroom can be effective application for the learning. Google Classroom helps simplify the teaching process. Google Classroom also is one of e-learning process for any subject by conducting the learning process using any devices and usable tools to used on anywhere either within the classroom or outside.

## **2. Features of Google Classroom**

Lots of activities we can do with google classroom when the class is operated. First, can create announcement. Teacher can give announcements about the update of the class on this section. They can attach files and class materials as well. Secondly, create assignment. Based on Shampa Iftakhar, this is the most substantial feature in google classroom.

Teachers can upload students' exercises for submission at an appropriate time. Students can also download the materials uploaded by the teacher to complete the task. Third, create questions. In this section, if the teacher allows, students can create questions for discussion with the teacher or other students. Fourth, re-use posts. Important posts can be used by teachers in this section, such as announcements, settings, and questions.<sup>77</sup>

## **3. The Advantages and Disadvantages of Google Classroom**

### **1. The Advantages of Google Classroom**

Janzen M, pointed out the following benefits of using Google Classroom:<sup>78</sup>

---

<sup>77</sup>Hafidh Rois Al Hasan, *The Effectiveness of Using Google Classroom Application to Teach Writing Skill*, (IAIN Surakarta, 2019), p. 30

<sup>78</sup>Janzen, M. (2014, December 04). *Hot team: Google Classroom*. Retrieved from *The Pennsylvania State University*: <http://tlt.psu.edu/2014/12/04/hot-team-google-classroom>

a. Easy to use

It is very easy to use. "The design of Google Classroom deliberately simplifies the teaching interface and the options for delivering and tracking assignments; through announcements, emails, and push notifications, it also simplifies communication with the complete course or with individuals".

b. save time

Google Classroom aims to save a lot of time. It integrates and automates the employment of other Google applications, including documents, slides and spreadsheets, document distribution, classification, formative evaluation and feedback management processes are simplified and simplified.

c. Cloud-based

Google Classroom provides more professional and reliable technology that may be used in a learning environment, because the Google application represents "a large part of the cloud-based corporate communication tools used by the entire professional team".

d. Flexible

This application is easy for teachers and learners to use during a face-to-face learning environment and a completely online environment. This enables educators to more easily explore and influence "flipped teaching methods, as well as automate and organize the distribution and collection of assignments and communications in multiple teaching environments".

e. Free

Google Classroom itself is not necessarily available to learners without access to an academic institution. But anyone can access to all the other apps, like Drive, Docs, Spreadsheets, Slides, etc. simply by signing up for a Google account.



f. Mobile-friendly

Google Classroom is designed to be responsive. It is easy to use on any mobile device. "In today's network-connected learning environment, mobile access to attractive and easy-to-interact learning materials is important".

#### 4. The Disadvantages of Google Classroom

Setyoko stated that disadvantages in blended learning includes:

- a. The amount of online media that requires supporting facilities and infrastructure.
- b. Uneven facilities owned by students such as android, computers and internet access.
- c. Lack of knowledge or technology stutter.<sup>79</sup>

From the explanation above, there are the advantages and disadvantages of using google classroom in teaching learning process. Using google classroom is useful for teachers, students, and parents. Teachers can share the material everywhere and every time. Teachers can also give a quiz or assignment to students if teachers cannot attend in classroom. Students can do it online in everywhere and every time while parents can control the children's activities. Besides it, google classroom will be difficult to be accessed when teachers, students, and parents having limited signal.

#### B. Relevant Studies

Before conducting the research, there were several research who similar.

First previous research is written by Kusumawati from Education and English Department of Teacher Training and Education Faculty of IAIN Tulung Agung 2014. The title of the research is Students' Motivation in Learning English in MAN Kunir Wonodadi Blitar. The result of this research is the score of students' intrinsic motivation is 55% and the extrinsic motivation is 45%. It means that

---

<sup>79</sup>*Op.cit*, P.34-37

the motivation of the students in MAN Kunir Wonodadi Blitar is high, especially in English learning process.<sup>80</sup>

Second previous study is written by Nur discussed about Hybrid English Vocabulary Learning for young learners. This research employed mix method design with quantitative and qualitative data. Interview, sheet not/diary, and vocabulary test for students were used as the instruments in collecting data. The subject of this research is the first grade students of senior secondary school consists of 10 students. The results of this research showed that the students preferred the online driver model to face-face driver model.<sup>81</sup>

Third previous study is written by Tholibin in his research with the title Students Perceptions on Using WhatsApp to Support Learning Process at English Departement of STAIN Kediri. The research design of this study is survey research. Instruments of this research is questionnaire and interview. The result of this study shows that the most students responded positively to WhatsApp as a convenient platform for discussion on school related matters, but WhatsApp chats can not effective to improve students understanding about a subject.<sup>82</sup>

From previous studies that have been mentioned, This study focuses on students motivation in learning vocabulary through hybrid learning, determining the motivation level of students at Eighth Grade of SMPN 27 Pesawaran. Motivation in language learning can help increase their motivation in language learning achievement and lead to better knowledge about their motivation.

---

<sup>80</sup>Fina Hajar Kusumawati, *Students' Motivation in Learning English in MAN Kunir Wonodadi Blitar*, 2014

<sup>81</sup>Syauqiyah Awaliyah Nur et.al, *Hybrid English Learning For Young Learners*, Universitas Negeri Makassar, Indonesia

<sup>82</sup>M. Sirojut Tholibin, *Students Perceptions on Using WhatsApp to Support Learning Process at English Departement of STAIN Kediri*

## REFERENCES

- Arikunto,S. *Prosedur Penelitian Sebuah Pendekatan Praktik*. Rineka Cipta:Jakarta. 2010.
- Arikunto,S. *Suatu Pendekatan Praktek*. Jakarta:PT.Rineka Cipta. 2002.
- Ary,D,et.al.*Introduction to Research in Education*.(8thEd.).Canada:Wads worth Cengage Learning. 2010.
- Afsyah,Syarifah. *WhatsApp Application in English Language Teaching (EIT)Contxt: Media to describe people*, Journal of Ultimate Research and Trend in Education.Vol.1(2). 2019.
- Beal,V.*Google Classroom*. Retrieved April 25, 2017, from Webopedia :<http://www.webopedia.com/TERM/G/google-classroom.html>. 2017.
- Bonk,C.J.*The world is open: how web technology is revolutionizing education*. USA:Jossey-Bass. 2011.
- Bret Hanlon and Bret Larget.*Samples and Populations*. University of Wisconsin :Madison. 2011.
- Bruffee,K.*Collaborative learning*. Baltimore:The John Hopkins University Press . 1993.
- Burgmeier&Arline. *Lexis : Academic vocabulary study*. New Jersey: Prenticehall. 1936.
- Creswell,J.W. *ResearchDesign: Qualitative ,quantitative ,and mixed method sapproaches*. LosAngeles:SAGE Publications.Inc. 2009.

Djamarah, Syaiful Bahri. *Psikologi Belajar*, Jakarta: Rineka Cipta. 2011.

Rodiyah, et.al. *Students' Motivation in Learning Listening at Second Semester of English Study Program in University Pasir Pengaraian*, Faculty of teacher training and Education, University of Pasir Pengaraian. 2016.

Dong, X.P. & Yu, B. *Research and Practice of Hybrid Teaching Model of Trinity*. Eurasia Journal of Mathematics, Science and Technology Education. 2017.

Dziuban, C.D. et.al. *Higher education, blended learning and the generations: knowledge is power*. 2005.

Elfrieda H. Hiebert and Michael. Kamil. *Teaching and learning vocabulary bringing research to Practice*, Lawrence Erlbaum associates (LEA). New Jersey London: Mahwah. 2005.

Frank, Marcella. *Modern English a practical reference guide*. New York university: prentice hall inc. 1972.

Gage, N.L. & David, C. Berliner. *Educational Psychology*. 4th edition. Boston: Houghton Mifflin Company. 1998.

Graham, C.R. *Blended learning systems: Definition, current trends, and future directions*. In C.J. Bonk and C.R. Graham (Eds.), *Handbook of blended learning: global perspectives, local designs*. San Francisco, CA: Pfeiffer Publishing. 2005.

Hardiana, Fitri. *The Use of Social Media Among English Education Students for Solving Problems in Completing their Skripsi*, Ar-Raniry State Islamic University. 2019.

Harmer, J. *The practice of English language Teaching*—fourth Edition. Essex: Pearson Longman ELT. 2007.

Harmer, J. *The Practice of English Language Teaching*. London: Longman. 1991.

Inayatul,F. *Peningkatan penguasaan kosakata bahasa inggris melalui penggunaan media kartu gambar pada siswa kelas II SD Muhammadiyah Purwodiningratan 2Yogyakarta. Fakultas Ilmu Pendidikan: Universitas Negeri Yogyakarta*. 2015.

Interviewed with Mrs. Yani Dahlena, S.Pd .as English teacher on the Eight grade at SMPN 27 Pesawaran on August,11,2020.

Irsanti.*Students' English Learning Motivation Extra English Course Ar-Raniry State Islamic University*. Banda Aceh. 2017

Kusumawati, H. Fina. *Students' Motivation in Learning English in MAN Kunir Wonodadi Blitar*. 2014.

Klimova,B.F.and Kaceti,J.*Hybrid learning and its current role in the teaching of foreign languages. Procedia-Social and Behavioral Sciences*. 2015.

Lester, Mark. *English Grammar Drills*. New York: The Mc-Graw Hill Companies. 2009.

Lindeman, W. Michael.*Hybrid Courses:An Overview*.2004.

Mismara, J.*Students' Perception on Using Social Media for Learning English, Ar-Raniry State Islamic University :Darussalam. Aceh*. 2019.

Meara,P.*The importance of early emphasis on L2 vocabulary. LangTeacher*. 1995.

Muhassin M.A *Correlation Study on the Students' Quranic Memorization and Their English Retention. Tadris: Faculty of Education and Teacher Training. Vol.4(2)*.2019.

Muna, Nainul. *Students' Perception and Motivation in Learning English through Infographic*, IAIN Salatiga. 2019.

Sudjana, Nana. *Penilaian Hasil Belajar Mengajar*. PT. Rosdakarya: Bandung. 2002.

Orucu, T. *Teaching English grammar in a hybrid course: Student performance and teacher and student perceptions*. 2014.

Pgri, U., Buana, A., & Pertiwi, S. *Learning Motivation and Students' Achievement in Learning English: A Case Study at Secondary School Students in the Covid-19 Pandemic Situation Agus Rahardjo*. JELITA: Journal of English Language Teaching and Literature. 2020.

Pinto, M. B., & Anderson, W. *A Little Knowledge Goes a Long Way: Student Expectation and Satisfaction with Hybrid Learning*. Journal of Instructional Pedagogies. 2013.

Rusyan, A. Tabrani. *Pendekatan Dalam Proses Belajar Mengajar*, Bandung : PT. Remaja Rosdakarya. 2003.

Robert E. Slavin. *Educational Psychology Theory and Practice Boston*: Johns Hopkins University. 1994.

Sari, Bopita. *Students' Motivation in English Language Learning Viewed from Gardner Theory*, State Institute of Islamic Studies of Bengkulu. 2019.

Sardiman, A. M. *Interaksi dan Motivasi Belajar Mengajar*, Jakarta: PT. Raja Grafindo Persada. 2014.

Saundra K. Ciccarelli & J. Npl and White, *Psychology 2<sup>nd</sup> edition*, (New Jersey: Pearson Education. 2009.

Scott Thornbury. *How to teach vocabulary*. English: Longman. 2002.

Spolsky,B. *Conditions forsecond language learning*. HongKong: Oxford University Press. 1990.

Sudaryono.Metode Penelitian Pendidikan. PT. Kharisma PutraUtama:Jakarta. 2016.

Suhana, Cucu. *KonsepStrategi Pembelajaran*, Bandung: PT.Refika Aditama. 2014.

Sugiyono. *Metode Penelitian Kuantitatif dan R&D*.Bandung:Alfabeta. 2012.

Thornbury,Scott. *How to Teach Vocabulary*.London:Longman.2002.

Vygotsky,L.S. *Interaction between Learning and Development*. NewYork: Scientific American Books.1978.

Wimolmas, Ratanawalee. *A Survey Study of Motivation in English Language Learning of First Year Undergraduate Students at Sirindhorn International Institute of Technology (SIIT)*,ThammasatUniversity.

Whitelock,D.,&Jelfs,A.*Editorial:Journal of Educational Media Special Issue on Blended Learning*.Journal of Educational Media.2003.

Wichadee,S.*Factors related to students' performance of hybrid learning in an English language course*. In Curriculum Design and Classroom Management: Concepts, Methodologies,Tools,andApplications. 2015.

Wichadee,S. *Factors Related to Students' Performance of Hybrid Learning in an English Language Course*. International Journal of Distance Education Technologies. 2016.

Widiyoko,E.P. *TeknikPenyusunan Instrumen Penelitian*. Yogyakarta: Pustaka Pelajar. 2012.



Zainuddin, Z. & Keumal, C. M. *Method within Indonesian higher education institutions*. Jurnal Pendidikan Humaniora. 2018.

